JSS ACADEMY OF HIGHER EDUCATION & RESEARCH
(DEEMED TO BE UNIVERSITY) MYSURU

SUSTAINABLE DEVELOPMENT GOALS

Education for

Education 2030

Sustainable Development Goals

Teaching & Learning Objective Handbook

Education for

Sustainable Development Goals

Teaching & Learning Objective

By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Source: United Nations, 2015

FOREWORD

The Sustainable Development Goals (SDGs) introduced in the year 2020 is a follow up of the Millennium Development Goals (MDGs) implemented in 2000. It is a vital framework which calls attention to meet the challenges towards creating a sustainable future with an impressive target of **"Leaving No One Behind"**. Achievement of SDGs calls for collective efforts of stakeholders from Government, Non-governmental organizations, Higher Educational Institutions, Multi-national agencies, Civilian organizations, and Public.

With 193 countries taking pledge towards achieving the 17 Goals and 169 related targets of SDGs. India has played pivotal role in shaping the Sustainable Development Goals (SDGs) by contributing to almost 58%, which means that the country has crossed the halfway mark. Analysis shows that 17 Indian States have been selected on a scoring rate based on implementation and performance. Among these States, Karnataka stands at the 6th position which is a proud moment but at the same time reminds us on how to further climb the ladder. It is proving to be a healthy competition among the States to perform better in all the aspects of the SDGs and provides a great opportunity to learn from the neighboring States about the different strategies followed in meeting some of the difficult challenges.

JSS Academy of Higher Education & Research has emerged as a renowned institute in the country by providing quality education of highest standards through innovation in academic and research activities even during the most difficult times, for instance, the recent pandemics.

Faculty of Yoga is committed to contribute towards achieving the SDGs through its multi-disciplinary academic excellence, research, innovation, environmental protection, and inclusiveness. The Department of Yoga sees that most of the activities are closely aligned with the vision of sustainable development goals.

I take this opportunity to express our sincere gratitude to the leadership of JSS Academy of Higher Education & Research for their constant support and cooperation towards all our initiatives. I thank all the faculty members both teaching and non-teaching for having contributed towards a noble cause of achieving the SDGs.

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PREFACE

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. Today, the Division for Sustainable Development Goals (DSDG), Department of Economic and Social Affairs (UNDESA) in the United Nations provides substantive support and capacity building for the SDGs and their related thematic issues, including water, energy, climate, oceans, urbanization, transport, science and technology. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. The SDGs also have strong relevance to universities and the tertiary and academic sectors more broadly.

Yoga is both a maker and a marker of development. Balanced body and mind is the platform for progress in health, education, employment, empowerment of women and the reduction of poverty and inequality, and can lay the foundation for peaceful, secure and stable societies. Stress and lifestyle ailments due to imbalance in body & mind is an often-invisible impediment to the successful achievement of the SDGs. It results in intertwined factors linking healthcare and more. With Yoga education Non-Communicable Diseases and communicable prevalence can be significantly minimized, hence helps in maintaining public health.

Faculty of Yoga has seen a growth due to the unique programs which are being offered, keeping in mind the problems of the society at large. The programs are designed to address the issues of the society pertaining to health, lifestyle and food. The department known for multidisciplinary and interdisciplinary teaching and research in the field of Yoga. The motto of our department is to provide healthy and balanced body and mind lifestyle to society through Yoga education and hence striving to translate Sustainable Development Goals (SDGs) into a strong commitment and working towards achieving SDG goals directly such as Good Health & wellbeing, Quality Education, No poverty, Zero hunger,Clean Water and Sanitation, Gender Equality, Descent work & economic growth, and the programs indirectly supports in achieving the remaining SDGs.

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INTRODUCTION

The Sustainable Development Goals – an ambitious and universal agenda to transform our world On 25 September 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development (UN, 2015). This new global framework to redirect humanity towards a sustainable path was developed following the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil in June 2012, in a three-year process involving UN Member States, national surveys engaging millions of people and thousands of actors from all over the world. The Government of India is strongly committed to the 2030 Agenda, of SDGs.

At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous, and equitable life on earth for everyone now and in the future. The goals cover global challenges that are crucial for the survival of humanity. They set environmental limits and set critical thresholds for the use of natural resources. The goals recognize that ending poverty must go together with strategies that build economic development. They address a range of social needs including education, health, social protection, and job opportunities while tackling climate change and environmental protection. The SDGs address key systemic barriers to sustainable development such as inequality, unsustainable consumption patterns, weak institutional capacity, and environmental degradation.

For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and every human being across the world. Governments are expected to take ownership and establish national frameworks, policies, and measures for the implementation of the 2030 Agenda.

A key feature of the 2030 Agenda for Sustainable Development is its universality and indivisibility. It addresses all countries – from the Global South and the Global North – as target countries. All countries subscribing to the 2030 Agenda are to align their own development efforts with the aim of promoting prosperity while protecting the planet to achieve sustainable development. Thus, with respect to the SDGs, all countries can be considered as developing and all countries need to take urgent action.

No Poverty – End poverty in all its forms everywhere

Zero Hunger – End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Good Health and Well-Being – Ensure healthy lives and promote well-being for all at all ages

Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Gender Equality – Achieve gender equality and empower all women and girls

Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all

Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable, and clean energy for all

Decent Work and Economic Growth – Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all

Industry, Innovation and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Reduced Inequalities – Reduce inequality within and among countries

Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient and sustainable

Responsible Consumption and Production – Ensure sustainable consumption and production patterns

Climate Action – Take urgent action to combat climate change and its impacts

Life below Water – Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Life on Land – Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Peace, Justice and Strong Institutions – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development

Source: http://www.un.org/sustainabledevelopment/sustainable- development-goals

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MSC YOGA
SDG 1 – NO POVERTY

End poverty in all its forms everywhere
Teaching & Learning objectives for SDG 1 "No Poverty"

Subject/ topic/ course in regular curriculum relating to SDG 1	• The Course MSc in Yoga • All the course units • Yoga promotes good health, which in turn increases productivity leading to increased earning capacity & decreased risk of poverty. • Making headway against undernutrition will have wide-reaching consequences for improving health and working to end poverty.
Cognitive Teaching & learning objectives	**At the end of 1ˢᵗ Professional year the learner should be able to,** • Understand the concepts of good health throughout the life cycle, how ill health has impact on work productivity eventually affecting economic status and quality of life. The extreme and relative poverty and can critically reflect on their underlying cultural and normative assumptions and practices. • Know about the role of Immune response in disease condition and its direct / indirect influence on individual psychology and work performance. **At the end of 2ⁿᵈ year and course the learner should be able to,** • Know about the situation & implement different financial, marketing strategies during extreme situations like unequal distribution of resources, climate change disaster management caused by natural hazards and environmental degradation. • Understand how different lifestyle disorder can be managed by Yoga and its influence health. • Understand impact of various health ailments on economic status of the family & society.
Socio-emotional Teaching & learning objectives	**At the end of 2ⁿᵈ year and course the learner should be able to,** • Create Yoga and health awareness and educate on importance of Yoga practice for maintaining good health at individual as well as in community at large. • Counsel vulnerable population of all age groups / economic conditions encouraging them to follow Yoga as a lifestyle module and health practices, by which able to modulate

	stress and hence promoting their cognitive ability, work capacity and performance of the individual.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Plan, implement, evaluate, and replicate Yoga related action plans that contribute to improved economic status. • Know about the situation & strategies to be implemented during extreme conditions like natural calamities, pandemic/endemic situations, emergencies • Form solution based plans to improve individual ailments and maintain health and hence contributing directly / indirectly reducing poverty by improving Quality of Life (QOL) of an indivdual in society.

Examples of learning approaches and methods for SDG 1 "No Poverty"

- Concept, causative factors, and impact of poverty on health and disease.
- Current prevalence of disease burden at local, national and global levels
- Conceptualization, etiology and consequences of poverty on health and NCDs.
- Economic impact of various health problems (Communicable, Non-Communicable diseases)
- Yoga education & Yoga implementation by society will help to maintain healthy body & mind and thereby Productivity of an induvial at work will improve and hence Yoga measures will reduce poverty and its effects.
- Various Yoga awareness programme, national health programs and schemes for people

End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Teaching & Learning objectives for SDG 2 "Zero Hunger"

Subject/ topic/ course in regular curriculum relating to SDG 2	- The Course MSc in Yoga - Human Nutrition & Yoga ; Yoga & Food science; Fundamental of Yoga, - Human Nutrition & Yoga is the key point for the SDG 2 'End hunger, achieve food security and improved nutrition and promote sustainable agriculture' and is an essential component for achieving many of the other targets. - The course content is in alignment to the the SDGs aiming to promote healthy and sustainable diets and ensure food security globally.
Cognitive Teaching & learning objectives	**At the end of 1st year the learner should be able to,** - Know about interrelationship between Yoga, food, nutrition and health, and in disease conditions. - Classify food and describe the nutrient values of each type of foods - Know role of nutraceutical on health & disease. **At the end of 2nd year and course the learner should be able to,** - understand the need of quality of vegetables & fruits for proper production & supply of food to maintain health and thereby sustainable agriculture to be implemented to combat hunger and malnutrition and knows about other strategies of Yogic diet plan. - The learner can propose research proposals in the area of Yoga, Yogic diet & nutrition & plans to overcome hunger or any health ailments. - The learner understands importance of reducing food wastage which can contribute greatly to achieving Zero Hunger SDG goal. - Describe the causes, clinical features, prevention, and control of nutritional health problems.

Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • The learner can educate and create awareness on sustainable promote organic & kitchen farming at home or educational institutions. • The learner can reflect on their own values and deal with diverging values, attitudes, and strategies in relation to combating hunger.
Behavioural Teaching & learning objectives	• The learner can evaluate and plan actions following various standard guidelines to combat hunger and malnutrition among all. • The learner can participate in decision-making or framing policies for reducing to hunger and malnutrition and the promotion of sustainable health practices. • The learner can take on critically their role as an active professional in the challenge of combating hunger and reduce the stress in society through Yoga. **At the end of 2nd year and course the learner should be able to,** • The learner can effectively implement the positive impact of Yoga & nutrition research work to manage any health related problem • The learner can creating awareness on Yoga & balanced food for health and disease conditions. • The learner will understand his/her role as Yoga health professional to educate the target group in achieving Zero hunger goal.

Suggested topics for SDG 2 "Zero Hunger"

- The interrelation of poverty, natural hazards, climate change and other economic, social and environmental shocks and stresses – Yoga as a stress management programme.
- Yoga awareness program, to manage and maintain health during extreme conditions like natural calamities, pandemic/endemic situations.
- Consequences of poverty such as stress & psychological ailments & its management through yoga.

Examples of learning approaches and methods for SDG 2 "Zero Hunger"

- Workshops, R&D activities on positive impact of research work to overcome hidden manage any health related problem.

- Educating & awareness programs on reducing food wastage such as food distribution, reaching the unreached population,
- Creating awareness on Yoga and balanced food intake for health and disease conditions.

Ensure healthy lives and promote well-being for all at all ages
 Teaching & Learning objectives for SDG 3 "Good Health & Well being"

Subject/ topic/ course in regular curriculum relating to SDG 3	• Physiology, Anatomy, Biochemistry, Immunology & Yoga, Human Nutrition & Yoga, Yoga & Food science, Fundamental of Yoga, Yoga & Exercise therapy. • The course content aims at rejuvenation and restoration of normal health among health and disease conditions of all age groups.
Cognitive Teaching & learning objectives	**At the end of 1st course the learner should be able to,** • Define health and well-being, describe the concept of positive health & health according to Yoga. • Know the Anatomy, physiology & Biochemistry of Human body, its basis on health and wellness & its relation to Yoga. • Know concepts of good health, hygiene and well-being. • Understand the importance of Yoga on health & wellbeing. **At the end of 2nd year and course the learner should be able to,** • Understands the inter relation between of mental, physical and physiological health & well being. • Know about prevention management strategies to foster positive physical and mental health and well-being. • Understand the Lifestyle disorders diseases & its management through Yoga. • Ensure healthy lives and promote well-being for all.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Communicate with individuals, families and communities on prevention of diseases, promotion of healthy lifestyles and enhance health seeking behaviour. • Provide Yoga care & Counselling to all with compassion by applying the principles of empathy, professionalism and humanity. • Counsel people and provide achievable targets for managing health or to prevent illness through Yoga. • Communicate with individuals visiting health care centres with various health ailments.
Behavioural Teaching & learning	**At the end of 2nd year and course the learner should be able to,**

objectives	• Organize Yoga sessions at community settings on prevention and control of various predominant health ailments.
	• Can plan and help implementing health promoting behaviors & lifestyle in people.
	• Provide Yoga sessions to women in Pre & post pregnancy period for improving QOL and help in problems faced during pregnancy.
	• Organize, implement & evaluate different Yoga modules suitable for all age group like geriatric, childrens, women & other specific disease conditions.
	• Develop professional skills, understand & map the achievable targets for target people which is imperative for achieving the goal of good health & well being.

Suggested topics for SDG 3 "Good Health and Well-being"

- Structure and functioning of human body, Concept of human body according to Yoga, biochemical & physiological basis of functions in human body.
- Concept of health and wellbeing according to Yoga.
- Concepts in Yoga management of various diseases and Yoga role as preventive medicine.
- Lifestyle disorders and management through Yoga.
- Health problems in different age group and its management through Yoga.
- Health care during special circumstances like pandemic.
- Holistic approach to balance body & mind.
- Yoga & Mental Health
- Yoga & Psychoneuroimmunology (PNI).

learning approaches and methods for SDG 3 "Good Health and Well-Being"

- Cadaveric dissection, small group discussions to understand human anatomy and physiology of human body.
- Laboratory based exercises in identification of biochemical basis of diseases.
- Observation of Important day of health importance like International Day of Yoga, World Heart Day, World Health Day, TB, No Tobacco, Hypertension, Diabetes, Cancer, to create awareness about their importance and its management through Yoga
- Promoting health awareness programme and well-being day for target population and helping improve their quality of life.
- Community based learning sessions to understand the causation & prevention of various health problems in different age groups & its management through Yoga.

SDG 4 - Quality Education

4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Teaching & Learning objectives for SDG 4 "Quality Education"

Subject/ topic/ course in regular curriculum relating to SDG 4	Anatomy, Physiology, Biochemistry, Immunology & Yoga, Neuroscience & Yoga, Biomechanics of Yoga, Yoga & Psychology, Lifestyle disorder & Yoga management.
Cognitive Teaching & learning objectives	**At the end of 1ˢᵗ year the learner should be able to,** • Understands the importance of course program • Understand the important role of health, Yoga education and improving individual lives and in achieving the sdgs. • Understand the importance of Yoga education & its relation to health science. **At the end of 2ⁿᵈ year and course the learner should be able to,** • Know about the plans for reaching target people at large for nutrition education such as academic institutions, hospitals, home for underprivileged/disabilities, old age homes through formal / informal access routes. • Know about overcoming gender / social / cultural / regional inequality barriers for providing quality education and lifelong learning opportunities for all.
Socio-emotional Teaching & learning objectives	**At the end of 1ˢᵗ year the learner should be able to,** • Relate basic sciences and Yoga in patient care. • Create awareness on the need and importance of quality Yoga education for society. • The learner is able to establish professional importance through various strategies to identify and motivate people to follow the strategic plan for improving their health condition. • Understands that Yoga education can create a sustainable peaceful world and helps the learner to recognize the value of education • To analyse and identify their learning needs in their own personality development. • The learner can recognize the intrinsic value of education and create target specific learning. • Recognize their own strengths & skills which will help to improve the quality of teaching and learning.
Behavioural Teaching & learning objectives	**At the end of 2ⁿᵈ year the learner should be able to,**

	• Appropriate health education messages to public about health awareness using various health communications devises.
	• Contribute to facilitating and implementing quality Yoga education & awareness about Yoga benefits for all.
	• Support the development of policies which promote free and quality education to society.
	• The learner understands education is fundamental human right and its for common good for public and
	• Know that good education can guarantee the realization of other individual rights.

Suggested topics for SDG 4 "Quality Education"

- Quality Yoga foundation course.
- Knowledge, values, skills and behaviors needed to promote sustainable development
- Basic skills and competencies needed in the education
- Self-Directed Learning and youth empowerment
- Empowerment of marginalized groups.

Examples of learning approaches and methods for SDG 4 "Quality Education"

- Quality Awareness& Health education programmes.
- School health appraisal programme
- Develop partnerships between universities schools and other institutions.
- Field visits to orient the yoga education with, personalized and community needs /demands.
- Seminars and guest lectures on various advancements in Yoga and allied health sciences to update the student's knowledge.

Achieve gender equality and empower all women and girls
Teaching & Learning objectives for SDG 5 "Gender Equality"

Subject/ topic/ course in regular curriculum relating to SDG 5	• The Course MSc in Yoga. • Topic – Fundamental of Yoga • The course aims at providing education / employment opportunity for both genders.
Cognitive Teaching & learning objectives	**At the end of 1st year the learner should be able to,** • Understand the concept of Yoga for both genders. • Understand the importance of Yoga for woman health. **At the end of 2nd year and course the learner should be able to,** • Provide yoga education and maintain the physical, mental and psychological health and empowerment of woman. • Understands about the vicious cycle of malnutrition in woman, and importance of nutrition to tackle the problem. • Enumerate and discuss the objectives of prenatal, antenatal care, assessment of period of gestation, screening for high-risk factor
Socio-emotional Teaching & learning objectives	**At the end of 2nd year the learner should be able to,** • Counsel the community on gender issues and debate the benefits of full empowerment of gender • Can feel empathy for community with gender inequalities and gender discrimination .
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Can educate and create awareness about gender **At the end of 2nd year and course the learner should be able to,** • Can evaluate, participate in and influence through counseling process, enabling woman for implementing Yoga as lifestyle intervention, which will positively impact on their health and well being.

Topics for SDG 5 "Gender Equality"

- Women empowerment and its advantages.
- Gender equality and participation in decision-making.
- Reducing gender inequality, discrimination and promoting participation of all health related decision-making process.

Examples of learning approaches and methods for SDG 5 "Gender Equality"

- Observation of International women day
- Guest lectures on declining sex ratio and its impact on society
- Interdisciplinary teaching sessions on gender equality
- Visit to PHC to understand the implementation of gender specific national health programs.
- Project works on gender discrimination, domestic violence and gender equality.
- Student debates, panel discussion and symposium on various aspects of gender equality

SDG 6 - Clean Water and Sanitation

6 CLEAN WATER AND SANITATION

Ensure availability and sustainable management of water and sanitation for all

Teaching & Learning objectives for SDG 6 "Clean Water and Sanitation"

Subject/ topic/ course in regular curriculum relating to SDG 6	Yoga & Food Science, Physiology, Human Nutrition & Yoga.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Understand the importance of water to human body the causes, effects and water scarcity on health. • Knows about the prevalence of water related disorders / diseases. • Relate the concept of drinking-water and its positive impact on body.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Educate the individuals and families on using clean water and environmental sanitation.
Behavioral Teaching & learning objectives	**At the end of 2nd year the learner should be able to,** • Plan, implement, evaluate and replicate activities that contribute to increasing water quality and safety.

Topics for SDG 6 "Clean Water and Sanitation"

- Strategies to maintain sanitation & hygiene at work place, home.
- The importance of adequate and equitable sanitation and hygiene, water quality and quantity parameters for health.
- Importance of Water & sanitation in sustainable development – strategies to tackle water scarcity, floods, water conservation, WASH practices.

- Calculate water footprint (WF) at individual, home & institutional levels.
- Develop partnerships between institutions, schools, PHCs and regions with abundance or scarcity of water.
- Organize visits to local water infrastructures, checking & monitoring water quality at schools, urban and rural setups.
- Develop a project / awareness campaign on water and its importance, water conservation, water recycling, Green environment.
- Awareness programs on WASH practices - at schools, institutions, Anganwadi centres and vulnerable areas on WASH practices to reduce burden of infections and development of related health disorders.

SDG 7 - Affordable and Clean Energy

Ensure access to affordable, reliable, sustainable and clean energy for all

Teaching & Learning objectives for SDG 7 "Affordable and Clean Energy"

Subject/ topic/ course in regular curriculum relating to SDG 7	• Msc Yoga indirectly supports the SDG.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Understands the concept of using clean and natural energy resources efficiently with amalgamation of new technologies.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Help in creating awareness on safe and efficient usage of natural energy resources at household and community levels.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Educate and implement ideas on affordable and clean energy. • Implement strategies on encouraging sustainable food resources with reduced carbon footprint.

Suggested topics for SDG 7 "Affordable and Clean Energy"

- Assessment methods for clean energy sources at individuals, families, and community.
- Creating awareness on environmental issues, global warming.
- Education and counseling on environmental conservation programs, policies, legislations, and strategies at schools & communities.
- Reducing food carbon prints. Promoting sustainable, renewable sources of energy.

Examples of learning approaches and methods for SDG 7 "Affordable and Clean Energy"

- Creating awareness and demonstration of use of biodegradable materials, clean environment.
- Concept of portable water, green house effect and their importance at state, national and international levels.
- Conducting competitions, essay writing on the causes, consequences and impact of environmental pollution on health.
- Discussion & current strategies on water/air borne diseases, radiation hazards
- Clean energy assessment activities as a part of family health advisory surveys at various communities.

Promote sustained inclusive and sustainable economic growth, full and productive employment, and decent work for all

Teaching & Learning objectives for SDG 8 "Decent Work and Economic Growth"

Subject/ topic/ course in regular curriculum relating to SDG 8	• Lifestyle disorder & Yoga management, Business management, Yoga deputation , Dissertation / Summer projects. • The course content directly / indirectly helps in professional development skills in learners, employment and economic growth through Yoga & health support for individuals and communities.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Msc Yoga course shall align them for carrier, professionalism, time management, study skills. • Understands the relationship between health and yoga • Support employment and economic growth, imperative for full productive employment creating decent work environment. • Understand the ethical issues involved in healthcare setup and safeguarding the confidentiality of patient/client details, creating decent work environment. • Understands subject specific research, innovation and entrepreneurship contributing to decent work and a sustainable economy.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Develop innovative thinking and collaborate with other sectors contributing towards self and employment opportunities for others. • The learner can develop plans for improving workplace physical and psychological health of people through yoga, a lifestyle intervention and disease management.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Implement appropriate guidelines for good physical and mental health at working area, increasing work capacity and outcomes needed for economic models. • Work on model systems for economic transformation. • Can develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. • Can plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.

Ttopics for SDG 8 "Decent Work and Economic Growth"

- Individual roles & responsibilities to maintain determinants of health and well-being contributing towards economic growth.
- Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development.
- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.

Examples of learning approaches and methods for SDG 8 "Decent Work and Economic Growth"

- Encouraging student internships in healthcare setups, hospitals, NGO and related sectors.
- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.
- Engage with employers, resource persons in classroom activities, motivating students to develop work ethics & contributing in economy at individual, family and national levels.
- Strategies to reduce disease related economic burden and promote sustainable health, thus improving work performance and economy.

Build infrastructure, promote inclusive and sustainable industrialization and foster innovation

Teaching & Learning objectives for SDG 9 "Industry, Innovation and Infrastructure"

Subject/ topic/ course in regular curriculum relating to SDG 9	• Biomechanics & Yoga, Lifestyle Disorder& Yoga Management , Workshop, Research proposal writing, Yoga postings, Dissertation / projects. • The course content directly / indirectly helps in development of research and innovation skills in learners.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Understands the concepts of Yoga science, need for systemic approach for innovation in treatment and management of health ailments. • Understands the local, national and global challenges and conflicts in achieving sustainability in infrastructure and industrialization.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Utilize sustainable and reliable Information and communications technology processes and services for reaching the outreach, providing personalized/disease specific Yoga module. • Find hospital collaborators to develop new yoga module which is affordable to all.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Implement plans for affordable access to technologies and infrastructure essential for Yoga studio & Yoga institutes. • Find opportunities for research & innovation in development of yoga module achieving sustainable, affordable health for all. • Will be able to support entrepreneurship and collaborative work using technological innovation in health care sector providing personalized Yoga support, cloud couselling, using electronic databases for trend analysis.

Topics for SDG 9 "Industry, Innovation and Infrastructure"

- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Updates on recent advances in health care, innovations and policies for adapting new sustainable technologies at affordable prices
- Role of industry participation in developing Yoga & health for all.

Examples of learning approaches and methods for SDG 9 "Industry, Innovation and Infrastructure"

- Conduction of workshop/conference to share innovative research ideas with industrial support.
- Role play on the effect of non availability of internet access and technology in learning
- Industry collaborative competitions for research & innovation in development of Yoga module and helping achieving sustainable, affordable health for all.
- Support entrepreneurship and collaborative work using technological innovation in health care sector using electronic databases for trend analysis.

Reduce inequality within and among countries
Teaching & Learning objectives for SDG 10 "Reduced Inequalities"

Subject/ topic/ course in regular curriculum relating to SDG 10	• The course MSc in Yoga • The course indirectly helps in reducing inequalities among vulnerable population.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Know different dimensions of inequality with respect to health and Yoga practice, their interrelations and current statistics of disease burden. • Understands the need for identification of health indicators that measure and describe inequalities and provide specific solutions. • Understands ethical principles concerning equality and aware of psychological processes that foster discriminative behaviour and decision making.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Can raise awareness reducing disease burden through yoga. • Will understand the empathy and addressing the people needs, providing accessible action plans through yoga without discrimination.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Plan, implement and evaluate strategies to reduce inequalities. • Identify and analyze causes and reasons for health problems and provide need based solutions through yoga. • Engage in the development of public policies and corporate activities influencing positively in addressing health issues, in turn reducing inequality burden at all levels.

Topics for SDG 10 "Reduced Inequalities"

- Impact of Yoga on social, economic and political inequalities & discrimination on physical & mental well being of vulnerable populations.
- Identifying the various indicators to measure inequality, and strategies to overcome the same.
- Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions.
- Strategies to provide health and food security for vulnerable populations like people with communicable diseases, migration, less privileged children & geriatric population.

Examples of learning approaches and methods for SDG 10 "ReducedInequalities"

- Plan awareness programs to reach the unreach at rural, urban and tribal areas.
- Special annual camps & NSS activities at local, rural and tribal areas and promoting benefits of Yoga on health.
- Impart knowledge and skills related to ethical and legal aspects related to health and well being
- Developing public policies and activities influencing positively in addressing health issues, in turn reducing inequality burden at all levels.

Make cities and human settlements inclusive, safe, resilient and sustainable

Teaching & Learning objectives for SDG 11 "Sustainable Cities and Communities"

Subject/ topic/ course in regular curriculum relating to SDG 11	• The course MSc in Yoga has positive impact on achieving sustainable human settlements & communities.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Understand demographic distribution, trends of health indicators such as disease burden among communities. • Critically evaluate the specific health indicator, possible root cause and implementation of suitable strategies at rural or urban setup. • Yoga education and its role in disease prevention. • Identify opportunities for making their own area more sustainable and inclusive. • Understands the role of local decision-makers and participatory governance for sustainable planning and policy for their area.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Connect with and help community groups locally and online in developing a sustainable future vision of their community to provide Yoga education for good health and safe environment.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Plan & participate in community-based Yoga programme.

.Topics for SDG 11 "Sustainable Cities and Communities"

• Impact of urbanization on health & lifestyle.

Examples of learning approaches and methods for SDG 11 "Sustainable Citiesand Communities"

• Develop strategies and connect with community groups locally and online in developing a sustainable future vision of their community to provide good health through yoga.
• Visit to health care setups, industries to prevent ill-health of workers and reduce negative impact on environment.
• Implement steps to improve health and well being using various databases such as NHFS national surveys.

SDG 12 - Responsible Consumption and Production

Ensure sustainable consumption and production patterns

Teaching & Learning objectives for SDG 12 "Responsible Consumption and Production"

Subject/ topic/ course in regular curriculum relating to SDG 12	The course MSc in Yoga indirectly includes topics supporting production and consumption.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Understand how Yoga education & practice influence social, economic and environmental development.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Communicate and educate the need for Yoga for health & society.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Implement plans on different yoga programme for global population. • Take on critically on their role as an active stakeholder in the market, can influence positively on cultural and societal orientations in consumption and production.

Topics for SDG 12 "Responsible Consumption and Production"

- Understand factors influencing Yoga on social, economic and environmental for sustainable development.
- Yoga for mental health.

Examples of learning approaches and methods for SDG 12 "ResponsibleConsumption and Production"

- Play their role as an active stakeholder in the market, can influence positively on cultural and societal orientations.

SDG 13 - Climate Action

Take urgent action to combat climate change and its impacts
Teaching & Learning objectives for SDG 13 "Climate Action"

Subject/ topic/ course in regular curriculum relating to SDG 13	• Lifestyle Disorder& Yoga Management • The course topics indirectly addresses the climate action.
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Describe the health hazards of air, water, noise, radiation and pollution as a result of climate change.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Collaborate with educational institutions, communities, local bodies to develop commonly agreed-upon strategies to deal with climate change. • Communicate to the school children on the impact of climate change on health.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Collaborate with environment pro organizations, local bodies promoting climate-protecting public policies and support climate-friendly economic activities.

Topics for SDG 13 "Climate Action"

• Climate change and its impact on health & managing with Yoga

Examples of learning approaches and methods for SDG 13 "Climate Action"

• Poster competition, essay writing competition on climate change and risk of disasters in community.
• Active participation in celebration of World Environment Day.

SDG 16 - Peace, Justice and Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to Justice for all and build effective, accountable and inclusive institutions at all levels.

Teaching & Learning objectives for SDG 16 "Peace, Justice and Strong Institutions"

Subject/ topic/ course in regular curriculum relating to SDG 16	Anatomy, Fundamental of Yoga, Lifestyle disorder & Yoga management, Yoga & Psychology
Cognitive Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Communicate with the individual with empathy and ethics on all aspects of Yoga application. • Demonstrate respect and follow the correct procedure when handling cadavers and other biologic tissue. • Clinical research: Discuss human experimentation including clinical trials. • Describe and discuss the ethics related to handling cancer patients.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Counsel the individual for implementing Yoga as lifestyle intervention. • Communicate to individual with empathy for adapting lifestyle changes in atherosclerosis & other NCD.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • Demonstrate ability to conduct research in pursuance to guidelines or research ethics. • Demonstrate responsibility and work ethics while working in the health care team. • Communicate with the patient with empathy. • Display empathy in the care of patients with cancer & other diseases.. • Demonstrate Professionalism and empathy to the individual undergoing Yoga treatment. • Demonstrate empathy while dealing with children & geriatric population. • Establish rapport and empathy with individuals. • Communicate and counsel patients and families on the outcome and rehabilitation demonstrating empathy and care.

Suggested topics for SDG 16 "Peace, Justice and Strong Institutions"

- Role of Yoga in maintaining mental peace & health.
- Knowledge on clinical research & Ethics, human experimentation including clinical trials.
- Designing accessible health care opportunity for all through institution support.
- Basic humanities during Yoga practice & teaching.

Examples of learning approaches and methods for SDG 16 "Peace, Justice and Strong Institutions"

- Observation of International Day of Yoga (IDY-June 21)
- Retreat camps for the students to understand the spiritual context of health and well-being and peace and justice
- Celebrate the International Day of Peace (September 21)
- Poster designing

SDG 17 - Partnerships for the Goals

Strengthen the implementation and revitalize the global partnership for sustainable development

Teaching & Learning objectives for SDG 17 "Partnerships for the Goals"

Subject/ topic/ course in regular curriculum relating to SDG 17	Lifestyle disorder & Yoga management,Yoga & Psychology
Cognitive Teaching & learning objectives	**At the end of 2nd year the learner should be able to,** • The learner will be able to understands various healthcare issues including accessibility, financing, trade policies for reducing disease burden.
Socio-emotional Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • The learner can create awareness and involve students, Yoga teachers and health care professionals about the importance of global partnerships for sustainable health development and achieving SDG effectively.
Behavioural Teaching & learning objectives	**At the end of 2nd year and course the learner should be able to,** • The learner can take action plans and play their role towards contribution and implementation of achievable targets for sustainable health and nutrition development. • The learner through science, technology and innovation involve in research and development activities, in collaboration with different stake holders, thriving to achieve sustainable, affordable health, nutrition security and food security for all.

Topics for SDG 17 "Partnerships for the Goals"

- Importance of multi-disciplinary approach, partnership goals and shared responsibility for achieving sustainable development in health care setup.
- Recognize the opportunities for collaborative research/work in fields of yoga science.

Examples of learning approaches and methods for SDG 17 "Partnerships for the Goals"

- Invited lectures & visits to health Care set ups to learn about various National & international Health Programs
- Participation with research institutes, hospitals, industries to celebrate World Health Day and other health days.
- Visit to voluntary health agencies and NGOs
- Participate in WHO, UNICEF or other international agencies driven activities

BSC Yoga

SDG 1 – NO POVERTY

End poverty in all its forms everywhere
Teaching & Learning objectives for SDG 1 "No Poverty"

Subject/ topic/ course in regular curriculum relating to SDG 1	• The Course BSc in Yoga • All the course units • Yoga promotes good health, which in turn increases productivity leading to increased earning capacity & decreased risk of poverty.
Cognitive Teaching &learning objectives	**At the end of final year the learner should be able to,** • Implement Yoga for Society and its influence health. • Understand impact of various health ailments on economic status of the family & society.
Socio-emotional Teaching &learning objectives	**At the end of final year the student should be able to** • Create Yoga and health awareness and educate on importance of Yoga practice for maintaining good health at individual as well as in community at large.
Behavioural Teaching & learning objectives	**At the end of final year the learner should be able to** • Form solution based plans to improve individual ailments and maintain health and hence contributing directly / indirectly reducing poverty by improving Quality of Life (QOL) of an indivdual in society.

Llearning approaches and methods for SDG1 "NoPoverty"

1. Economic impact of various health problems (Communicable, Non-Communicable diseases)
2. Yoga education & Yoga implementation by society will help to maintain healthy body & mind and thereby Productivity of an induvial at work will improve and hence Yoga measures will reduce poverty and its effects.
3. Various Yoga awareness programme, national health programs and schemes for people

SDG 2 - Zero Hunger

**End hunger, achieve food security and improved
nutrition and promote sustainable agriculture
Teaching &Learning objectives for SDG 2 "Zero Hunger"**

Subject/ topic/ course in regular curriculum relating to SDG - 2	Basics of Bio chemistry/ Nutrition & Dietetics and Concept of Yogic diet/ Nutrition and Sports & Fitness
Cognitive Teaching & learning objectives	**At the end of final Professional year the learner should be able to,** • Know about interrelationship between Yoga, food, nutrition and health, and in disease conditions. • Classify food and describe the nutrient values of each type of foods
Socio-emotional Teaching & learningobjectives	**At the end of final year the learner should be able to** • The learner can reflect on their own values and deal with diverging values, attitudes, and strategies in relation to combating hunger.

Suggested topics for SDG2 "Zero Hunger"

- Role of micro and macro-nutrients in maintaining health

- Concept of hunger

- Nutritional assessment of vulnerable people , visiting the health care establishments and nutritional counselling.

- Community Nutrition programs, policies, legislations, and strategies

Examples of learning approaches and methods for SDG2 "Zero Hunger"

- Educating & awareness programs on reducing food wastage such as food distribution, reaching the unreached population.
- Creating awareness on Yoga and balanced food intake for health and disease conditions

Ensure healthy lives and promote well-being for all at all ages
Teaching &Learning objectives for SDG 3 "Good Health &Well being"

Subject/ topic/ course in regular curriculum relating to SDG 3	Biology of Human Body– (Basics of Anatomy & Physiology), Principles of Yoga,Basics of Biochemistry ,Yogic Psychology Rehabilitation Psychology ,Yoga and Mental Health, Hatha Yoga, Environmental Studies
Cognitive Teaching &learning objectives	**At the end of 1st & 2nd Professional year the learner should be able to,** ▪ Define health and well-being, describe the concept of dimensions, determinants, and positive health ▪ Understands the physiological, and biochemical basis of health and well-being. **At the end of final year Professional year the learner should be able to,** ▪ Role of Yoga on mental health. ▪ Discuss the etiology and pathogenesis and diagnosis of various diseases ▪ Discuss the Yoga application for the cause of various Non communicable diseases. ▪ Understand the concept of disease and illness, natural history of disease, dynamics of disease transmission, concepts of prevention and control. ▪ Describe the role of Yoga in treatment of various diseases.

Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to** ▪ Effectively communicate with individual attending the health centres with various illnesses & application of Yoga for society. ▪ Communicate with individuals, families and communities on prevention of diseases, promotion of healthy lifestyles and enhance health seeking behaviour at community setting ▪ Understand the individual on treatment options, medication adherence, behavioral modifications and care during special circumstances ▪ Teach & Educate Yoga with compassion by applying the principles of ethics, empathy, humanism, and professionalism ▪ Provide holistic understanding on health and well-being, and to clarify related values, beliefs, and attitudes through nutrition
Behavioural Teaching &learning objectives	**At the end of final year the learner should be able to** • Develop Yoga for health & awareness activities. ▪ Organize health education sessions at community settings on prevention and control of various predominant health problems in the community. ▪ Demonstrate the skills of history taking and management of various non-communicable diseases ▪ Exhibit the skills & role of yoga towards managing health issues in special circumstances pandemic etc.

Suggested topics for SDG3 "Good Health and Well-being"

▪ Structure and functioning of human body, including biochemical & physiological basis of functions in human body.

▪ Concept, dimensions, determinants of health and well being

▪ Concept of disease, natural history of diseases.

▪ Principles and practice of Yoga & health education.

▪ Health care during special circumstances like disaster, epidemic, pandemic etc.

▪ Application of Yoga in Society.

▪ Health problems due to urbanization, globalization, climate change and ways to manage them through Yoga.

Examples of learning approaches and methods for SDG3 "Good Health and Well-Being"

- Cadaveric dissection, small group discussions to understand human anatomy and physiology of human body.
- Laboratory based exercises in identification of biochemical basis of diseases.
- Observation of Important day of health importance like International Day of Yoga, World Heart Day, World Health Day, TB, No Tobacco, Hypertension, Diabetes, Cancer, to create awareness about their importance and its management through Yoga
- Promoting health awareness programme and well-being day for target population and helping improve their quality of life.
- Community based learning sessions to understand the causation & prevention of various health problems in different age groups & its management through Yoga.

SDG 4 - Quality Education

**Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all
Teaching & Learning objectives for SDG 4 "Quality Education"**

Subject/ topic/ course in regular curriculum relating to SDG 4	Biology of Human Body– (Basics of Anatomy & Physiology), Principles of Yoga,Basics of Biochemistry ,Yogic Psychology Rehabilitation Psychology ,Yoga and Mental Health, Hatha Yoga, Environmental Studies, Patanjali Yoga sutra, Rehabilitation Psychology., Yoga for oncology, Yoga & mental health, Yoga practical.
Cognitive Teaching &learning objectives	**At the end of 1ˢᵗ & 2ⁿᵈ Professional year, the learner should be able to,** ▪ Understand the importance of self-directed learning ▪ understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives ▪ Gain communication skills and inspire confidence amongst individual across ▪ Learn to analyze the data collected from the individual and community ▪ Identify diseases/ ill-health/ malnutrition among individual **At the end of final year the learner should be able to,** ▪ Analyze the impact of Yoga education on existing socio-economic dynamics in addition to improvement in health conditions ▪ Continue active involvement & interaction to become the active Yoga teacher of the society. ▪ Inspire active participation of community through nutrition strategies ▪ The learner understands the importance of Yoga on health ▪ Recognize the relevance of basic sciences in diagnosis, health care and Treatment ▪ Recognize attitude, ethics and professionalism as integral to the Yoga care. ▪ The learner understands that education can help to create more sustainable, equitable and peaceful world.

Socio-emotional Teaching &learning objectives	**At the end of final year, the learner should be able to,** ▪ Gains participatory method skills to motivate and empower others to demand and use educational opportunities. ▪ The learner understands the important role of education and lifelong learning opportunities for all for improving people's lives and in achieving the SDGs. ▪ Recognize the intrinsic value of education and identify their own learning needs in their personal development. ▪ Recognize the importance of their own skills for improving their life, for employment and entrepreneurship. ▪ Gains the importance of community health centres on health development
Behavioural Teaching &learning objectives	**At the end of final year, the learner should be able to,** ▪ Devise appropriate Yoga & health education messages. ▪ Deliver public yoga awareness using various health communications strategies. ▪ The learner understands the important role of Yoga education ▪ The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. ▪ The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. ▪ The learner understands the important role of culture in achieving sustainability. ▪ The learner understands education as a public good, a global common good, a fundamental human right

Topics for SDG 4 "Quality Education"

- Quality Yoga foundation course.
- Knowledge, values, skills and behaviors needed to promote sustainable development
- Basic skills and competencies needed in the education
- Self-Directed Learning and youth empowerment
- Empowerment of marginalized groups.
- Inculcating the attributes of lifelong learning

Examples of learning approaches and methods for SDG4 "QualityEducation"

- Quality Awareness& Health education programmes.
- School health appraisal programme
- Develop partnerships between universities schools and other institutions.
- Field visits to orient the yoga education with, personalized and community needs /demands.
- Seminars and guest lectures on various advancements in Yoga and allied health sciences to update the student's knowledge.
- specialties to enhance the research and academic credentials of students
- Celebrate international literacy day & education day

SDG - 5 Gender Equality

Achieve gender equality and empower all women and girls
Teaching & Learning objectives for SDG 5 "Gender Equality"

Subject/ topic/ course in regular curriculum relating to SDG 5	Principles of Yoga,Yogic Psychology , Rehabilitation Psychology, Yoga and Mental Health
Cognitive Teaching &learning objectives	**At the end of 1st & 2nd year the learner should be able to,** • Understand the importance of Yoga for woman health. • Understand the concept of Yoga for both genders. **At the end of final year and course the learner should be able to,** • Enumerate and discuss the objectives of prenatal, antenatal care, assessment of period of gestation, screening for high-risk factor • Provide yoga education and maintain the physical, mental and psychological health and empowerment of woman. • Understands about the vicious cycle of malnutrition in woman, and importance of nutrition to tackle the problem.
Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to,** • Can feel empathy for community with gender inequalities and gender discrimination. • Counsel the community on gender issues and debate the benefits of full empowerment of gender
Behavioural Teaching &learning objectives	**At the end of 1st & 2nd year and course the learner should be able to,** • Can educate and create awareness about gender equality and importance of nutrition in woman, which in-turn improves nutrition and health at household level. **At the end of final year and course the learner should be able to,** • Enabling woman for implementing Yoga as lifestyle intervention, which will positively impact on their health and well being. • Can evaluate, participate in and influence through counseling process.

Suggested topics for SDG 5 "Gender Equality"

- Gender equality and participation in decision-making.
- Reducing gender inequality, discrimination and promoting participation of all health related decision-making process.
- Women empowerment and its advantages.

Examples of learning approaches and methods for SDG 5 "Gender Equality"

- Student debates, panel discussion and symposium on various aspects of gender equality
- Interdisciplinary teaching sessions on gender equality
- Guest lectures on declining sex ratio and its impact on society
- Visit to PHC to understand the implementation of gender specific national health programs.
- Project works on gender discrimination, domestic violence and gender equality.
- Observation of International women day

SDG 6 - Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all

Teaching & Learning objectives for SDG 6 "Clean Water and Sanitation"

Subject/ topic/ course in regular curriculum relating to SDG 6	Environmental studies, Environmental psychology
Cognitive Teaching &learning objectives	**At the end of 1ˢᵗ & 2ⁿᵈ Professional year, the learner should be able to,** ▪ Describe the methods used and significance of assessing the microbial contamination of food, water and air ▪ Enumerate and describe water borne diseases with respect to their causative agents and pathogenesis ▪ Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behavior ▪ Describe the health hazards of air, water, noise, radiation and pollution ▪ Describe concepts of safe and portable water, sanitary sources of water, water purification processes, water quality standards, concepts of water conservation and rainwater harvesting ▪ Describe the epidemiology and preventive aspects of water borne diseases /jaundice/hepatitis/ diarrheal diseases ▪ Describe the procedures and importance of food hygiene ▪ Describe the concept of solid waste, and sewage disposal ▪ Describe the role of vectors in the causation of diseases. Also discuss National Vector Borne Disease Control Program ▪ Identify and describe the identifying features and life cycles of vectors of Public Health importance and their control measures ▪ Describe the mode of action, application cycle of commonly used insecticides and rodenticides ▪ Describe the types, hazards and management of biomedical waste • Understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity.

	At the end of final year the learner should be able to
	- Describe the clinical features, diagnosis and treatment of water borne diseases - Describe the diseases related to improper personal hygiene, water pollution, improper environmental sanitation - Describe the skin diseases related to improper personal hygiene and sanitation - Understands water is part of many different complex global interrelationships and systems.
Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to** - Take part in community activities of improving water and sanitation management - Able to explain about water pollution, water access and water saving measures - Analyze the individuals and families on using clean water and environmental sanitation - Communicate with families on importance of waste disposal - Can feel empathy, responsibility and solidarity for and with people for sanitation and hygiene. - understands the concept of Water Resources and other strategies for ensuring the availability and sustainable management of water and sanitation, including flood and drought risk management. - knows about the global unequal distribution of access to safe drinking water and sanitation facilities.
Behavioural Teaching &learning objectives	**At the end of final year the learner should be able to** - Undertake health awareness activities on water and sanitation at community setting - Impart appropriate advise on prevention of water and sanitation related advices to the patients at hospital settings - Manage biomedical waste generated at patient care at the clinical setting in an appropriate manner - The learner can plan, implement, evaluate and replicate activities that contribute to increasing water quality and safety. - The learner can evaluate, participate in and influence decision-making on management strategies of local, national and international enterprises related to water pollution.

Topics for SDG 6 "Clean Water and Sanitation"

- Basic concepts of personal hygiene and environmental sanitation
- Role of microorganisms in water contamination
- Role of individual person in the assessment of good health and its barriers
- Hazards of air, water, soil pollution and radiations.
- Concepts of safe water, sources of sanitary water with water purification process
- Standards of water quality with methods of water conservation and rainwater harvesting
- Epidemiology, clinical features, diagnosis and management of water borne and water related diseases diseases
- Concept of waste management including solid waste, human excreta and sewage disposal
- Life cycles of vectors of Public Health importance and their control measures
- Insecticides and Pesticides
- Solid and liquid waste management
- Sanitation measures of schools, swimming pools, slaughter houses, market places and hostels.

Examples of learning approaches and methods for SDG6 "Clean Water and Sanitation"

- Case studies, poster competition, essay writing on the causes, consequences and impact of clean water and sanitation
- Develop an enquiry-based project:" What human activity can happen without water?"
- Observation of community associated work on clean water and sanitation.
- Family health advisory survey
- Case based discussions on water borne diseases.
- Assessment of hygiene of individual, family and community, planning the health sessions of the same.
- Academic visit to water treatment plant, sewage treatment plan, slaughter houses, milk diaries

SDG 7 - Affordable and Clean Energy

Ensure access to affordable, reliable, sustainable and clean energy for all
Teaching & Learning objectives for SDG 7 "Affordable and Clean Energy"

Subject/ topic/ course in regular curriculum relating to SDG 7	Environmental studies , Environmental psychology
Cognitive Teaching &learning objectives	**At the end of final Professional year, the learner should be able to,** • Understand about different energy resources as renewable and non-renewable; use of alternate energy resources. Clean energy resource concept and their importance • Understand the efficient and contemplative use of energy resources and energy conservation, methods and their importance • Know about different energy resources – renewable and non-renewable – and their respective advantages and disadvantages including environmental impacts, health issues, usage, safety and energy security, and their share in the energy mix at the local, national and global level. • Understand about efficient utilization of different energy sources and other alternative energy source utilization to conserve renewable energy sources. • Understand the concept of energy efficiency and sufficiency and knows socio-technical strategies and policies to achieve efficiency and sufficiency. • Know about harmful impacts of unsustainable energy production, understands how renewable energy technologies can help to drive sustainable development and understands the need for new and innovative technologies and especially technology transfer in collaborations between countries
Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to** • Gain knowledge of energy conservation methods and their importance and be communicated to the society • Understands the clean energy resource concept and their importance can be disseminated to the society. • Understands the transformation in energy source production, constraints and their impact on human as well as environment. • The learner can cooperate and collaborate with others to transfer and adapt energy technologies to different contexts and to share energy

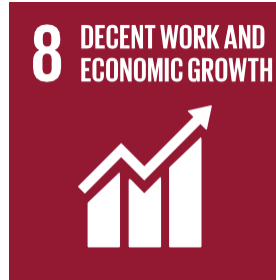|	
	best practices of their communities. • Communicate the need for energy efficiency and sufficiency. • The learner can assess and understand the need for affordable, reliable, sustainable and clean energy of other people/other countries or regions. • Clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency. • Develop a vision of a reliable, sustainable energy production, supply and usage in their country.
Behavioural Teaching &learning objectives	**At the end of final year the learner should be able to** • Apply and evaluate measures to enhance the effective and fruitful utilization of energy resources and sufficiency in their personal sphere and to increase the share of renewable energy in their local energy mix. • Apply basic principles to determine the most appropriate renewable energy strategy. • Influence public policies related to energy production, supply and usage.

Topics for SDG7 "Affordable and Clean Energy"

- Different energy types, especially renewable energies like solar, wind, water, geothermal
- Energy efficiency and sufficiency in energy usage
- Political, economic and social dimensions of energy.
- Environmental impacts and issues of energy production, supply and usage (e.g.climate change, green energy)
- The role of the public and private sectors in ensuring the development of low carbon energy solutions.
- Gender issues related to energy production, supply and usage

Learning approaches and methods for SDG7 "Affordable and Clean

- Experiment with renewable energy technologies
- Energy usage means and effective utilization of energy resources.
- Organize excursions to energy sites including ethical discussions with pros and cons of energy types and projects
- Conduct scenario analyses for future energy production by different means, supply and usage. own institution or at the local level.

SDG 8 - Decent Work and Economic Growth

Promote sustained inclusive and sustainable economic growth, full and productive employment, and decent work for all

Teaching & Learning objectives for SDG 8 "Decent Work and Economic Growth"

Subject/ topic/ course in regular curriculum relating to SDG 8	• Application of Yoga for society, Yogic psychology, Yoga for mental health, Yoga for oncology, Introduction to Physiotherapy & Exercise Therapy , Hatha yoga, Environmental psychology
Cognitive Teaching &learning objectives	**At the end of final year and course the learner should be able to,** • Msc Yoga course shall align them for carrier, professionalism, time management, study skills. • Support employment and economic growth, imperative for full productive employment creating decent work environment. • Understand the ethical issues involved in healthcare setup and safeguarding the confidentiality of patient/client details, creating decent work environment. • Understands subject specific research, innovation and entrepreneurship contributing to decent work and a sustainable economy. • Understands the relationship between health and yoga
Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to** • The learner can develop plans for improving workplace physical and psychological health of people through yoga, a lifestyle intervention and disease management. • Develop innovative thinking and collaborate with other sectors contributing towards self and employment opportunities for others.
Behavioural Teaching &learning objectives	**At the end of final year the learner should be able to** • Work on model systems for economic transformation. • Can develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. • Implement appropriate guidelines for good physical and mental health at working area, increasing work capacity and outcomes needed for economic models. • Can plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.

Topics for SDG8 "Decent Work and Economic Growth"

- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Individual roles & responsibilities to maintain determinants of health and well-being contributing towards economic growth.
- Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development.

Learning approaches and methods for SDG8 "Decent Work and Economic Growth"

- Develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
- Encouraging student internships in healthcare setups, hospitals, NGO and related sectors.
- Plan and implement entrepreneurial projects using new technologies, artificial intelligence, health care databases.
- Strategies to reduce disease related economic burden and promote sustainable health, thus improving work performance and economy.
- Engage with employers, resource persons in classroom activities, motivating students to develop work ethics & contributing in economy at individual, family and national levels.

SDG 9 - Industry, Innovation and Infrastructure

Build infrastructure, promote inclusive and sustainable industrialization
and foster innovation

Teaching & Learning objectives for SDG 9 "Industry, Innovation and Infrastructure"

Subject/ topic/ course in regular curriculum relating to SDG 9	• Application of Yoga for society, Yogic psychology, Yoga for mental health, Yoga for oncology, Introduction to Physiotherapy & Exercise Therapy , Hatha yoga, Rehabilitation psychology, Environmental psychology
Cognitive Teaching &learning objectives	**At the end of final Professional year, the learner should be able to,** • Understands the local, national and global challenges and conflicts in achieving sustainability in infrastructure and industrialization. • Understands the concepts of Yoga, need for systemic approach for innovation in treatment and management of health ailments.
Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to** • Find hospital collaborators to develop new yoga module which is affordable to all. • Utilize sustainable and reliable Information and communications technology processes and services for reaching the outreach, providing personalized Yoga module. •
Behavioural Teaching &learning objectives	**At the end of final year the learner should be able to** • Find opportunities for research & innovation in development of yoga module achieving sustainable, affordable health for all.

Learning approaches and methods for SDG9 "Industry, Innovation and Infrastructure"

- Role-play to encourage the students to get involve in new innovative idea development
- Develop a business continuity plan for a local enterprise after the impact of a natural
- Conduction of research fair to share innovative research idea
- Poster competition and essay writing .

Topics for SDG9"Industry, Innovation and Infrastructure"

- Impact of new technologies and quality infrastructure on economic growth and social development
- Industry collaborative competitions for research & innovation in development of Yoga module and helping achieving sustainable, affordable health for all.

SDG 10 - Reduced Inequalities

10 REDUCED INEQUALITIES

Reduce inequality withinand among countries
Teaching & Learning objectives for SDG 10 "Reduced Inequalities"

Subject/ topic/ course in regular curriculum relating to SDG 10	• The course BSc in Yoga indirectly helps in reducing inequalities among vulnerable population.
Cognitive Teaching &learning objectives	**At the end of final Professional year, the learner should be able to,** • Know different dimensions of inequality with respect to health and Yoga practice, their interrelations and current statistics of disease burden.
Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to** • Can raise awareness reducing disease burden in all genders through yoga.
Behavioural Teaching &learning objectives	**At the end of final year the learner should be able to** • Identify and analyze causes and reasons for health problems and provide need based solutions through yoga.

Topics for SDG10"Reduced Inequalities"

- Identifying the various indicators to measure inequality, and strategies to overcome the same.
- Impact of Yoga on social, economic and political inequalities & discrimination on physical & mental well being of vulnerable populations.

Learning approaches and methods for SDG10"Reduced Inequalities"

- Impart knowledge and skills related to ethical and legal aspects related to health and well being
- Special annual camps & NSS activities at local, rural and tribal areas and promoting benefits of Yoga on health.

SDG 11 - Sustainable Cities and Communities

Makecities and human settlements inclusive, safe, resilient and sustainable

Teaching & Learning objectives for SDG 11 "Sustainable Cities and Communities"

Subject/ topic/ course in regular curriculum relating to SDG 11	The course BSc in Yoga has positive impact on achieving sustainable human settlements & communities.
Cognitive Teaching &learning objectives	**At the end of final Professional year, the learner should be able to,** • Yoga education and its role in disease prevention. • Identify opportunities for making their own area more sustainable and inclusive.
Socio-emotional Teaching &learning objectives	**At the end of final year the learner should be able to** • Connect with and help community groups locally and online in developing a sustainable future vision of their community to provide Yoga education for good health and safe environment.
Behavioural Teaching &learning objectives	**At the end of final year the learner should be able to** • Plan & participate in community-based Yoga programme.

Topics for SDG11"Sustainable Cities and Communities"

• Impact of urbanization on health & lifestyle.

ExamplesoflearningapproachesandmethodsforSDG11"SustainableCitiesandCommunities"

• Develop strategies and connect with community groups locally and online in developing a sustainable future vision of their community to provide good health through yoga.
• Visit to health care setups, industries to prevent ill-health of workers and reduce negative impact on environment.

SDG 12 - Responsible Consumption and Production

Ensure sustainable consumption and production patterns

Teaching & Learning objectives for SDG 12 "Responsible Consumption and Production"

Subject/ topic/ course in regular curriculum relating to SDG 12	• The course B.Sc in Yoga indirectly includes topics supporting production and consumption.
Cognitive Teaching & learning objectives	**At the end of the 1st year learner should be able to** • Understand how Yoga education & practice influence social, economic and environmental development.
Socio-emotional Teaching & learning objectives	**At the end of final year learner should be able to** • Communicate and educate the need for Yoga for health & society.
Behavioural Teaching & learning objectives	**At the end of course year learner should be able to** • Implement plans on different yoga programme for global population. • Take on critically on their role as an active stakeholder in the market, can influence positively on cultural and societal orientations in consumption and production.

Suggested topics for SDG 12 "Responsible Consumption and Production"

• Understand factors influencing Yoga on social, economic and environmental for sustainable development.
• Yoga for mental health.

Examples of learning approaches and methods for SDG 12 "ResponsibleConsumption and Production"

• Play their role as an active stakeholder in the market, can influence positively on cultural and societal orientations.

SDG 13 - Climate Action

Take urgent action to combat climate change and its impacts
Teaching & Learning objectives for SDG 13 "Climate Action"

Subject/ topic/ course in regular curriculum relating to SDG 13	• Environmental Studies, Environmental Psychology
Cognitive Teaching & learning objectives	**At the end of 1rd and 2nd year learner should be able to** • Understand that greenhouse emission has a major impact on the climate change • Understand climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions. **At the end of 3rd year learner should be able to** • Understands food sector contributes to 22% of greenhouse gas emissions. • Understand appropriate waste management practices will help in reducing the greenhouse emissions • Knows the environment laws given by the policy makers
Socio-emotional Teaching & learning objectives	**At the end of final year course learner should be able to** • Explain the effect of greenhouse on climate change. • Encourage others to reduce the climate change by following sustainable practices. • Collaborate with NGOs to develop mutual strategies to deal with climate change. • Create awareness on the climate change and help community to identify and mitigate the causative factor
Behavioural Teaching & learning objectives	**At the end of the course learner should be able to** • Demonstrate appropriate waste disposal practices and help community to follow the same • Help implement changes at the community level by corresponding with the environmental protection agencies. • Make community understand about the environmental protection act and act upon it. • Promote climate-protecting public policies.

Suggested topics for SDG 13 "Climate Action"
• Food waste on green house emissions
• Conservation of biodiversity
• Climate changeand global warming
• Climate change-related hazards leading to disasters like drought, weather extremes, etc. and their unequal social and economic impact within households, communities and countries and between countries
• Environmental pollution: types, causes, effects and prevention
• Prevention, mitigation and adaptation strategies and their connections with disaster response and disaster risk reduction
• Local, national and global institutions addressing issues of climate change Local, national and global policy strategies to protect the climate

Examples of learning approaches and methods for SDG 13 "Climate Action"
• Demonstration of the adverse effects of climate change using visual aids like videos, films etc
• Analyse different climate change scenarios concerning their assumptions, consequences and their preceding development paths
• Develop and run a campaign related to climate protection
• Awareness programs and campaigns to reduce plastic waste and its impact on climate change
• Develop a study case about how climate change could increase the risk of disasters in a local community
• Develop an enquiry-based project investigating the statement "Those who caused the most damage to the atmosphere should pay for it"

Conserve and sustainably use the oceans, seas and marine resources
for sustainable development

Teaching & Learning objectives for SDG 14 "Life below Water"

Subject/ topic/ course in regular curriculum relating to SDG 14	• Environmental studies, Environmental Psychology
Cognitive Teaching & learning objectives	**At the end of 1st & 2nd year learner should be able to** • Understand the importance of marine sources for the nourishment of society in a sustainable way. • Understand the sustainable use of marine resources • Understand the interconnection between the community and the marine life • Know the causes of marine pollution • Understand the importance to preserve the marine life for the sustainable living • Know the marine conservation act • Understand the notion of veganism and Carnitarians • Understand harmful algal bloom (HAB)
Socio-emotional Teaching & learning objectives	**At the end of final year learner should be able to** • Educate public on the protection of marine resources • Create awareness on the ways to reduce marine pollution • Create awareness on the marine conservation act
Behavioural Teaching & learning objectives	**At the end of the course learner should be able to** • Bring about a change at the individual as well as at the community level and help in reducing the activities that pollute the marine system. • Bring about a change in sustainable consumption of marine foods

Suggested topics for SDG 14 "Life below Water"

- Acquatic eco system
- Endangered and endemic species of India
- Water pollution
- Ocean pollutants: plastics, microbeads, sewage, nutrients and chemicals
- Management and use of marine resources (renewables and non-renewables)
- Marine ecology – the food web, predators and prey, competition, collapse
- Sea level rise and countries that will experience total or partial loss of land; climate refugees and what a loss of sovereignty will mean
- The oceans and international law
- Cultural relationships to the sea – the sea as a source of cultural ecosystem services such as recreation, inspiration and building of cultural identity

Examples of learning approaches and methods for SDG 14 "Life below Water"

- Develop and run a (youth) campaign related to
- Demonstrate the activities of save ocean campaign
- Group discussion and brain stroming sessions on UNDP act to save ocean and ocean innovation challenge
- excursions to coastal sites

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Teaching & Learning objectives for SDG 15 "Life on Land"

Subject/ topic/ course in regular curriculum relating to SDG 15	• Environmental studies, Environmental Psychology
Cognitive Teaching & learning objectives	**At the end of 1st year:learner should be able to** • Understand the energy flow in the eco system • Understand the importance of urbanization and globalization without affecting the eco-system • Understand the importance of green space in the local community • Understand the difference between renewable and non-renewable energy system **At the end of 2nd year learner should be able to** • Understand the impact of chemicals and pesticides on the soil pollution, • Understand the consequences of air, soil and water pollution on the living beings • Understand the consequences arising as a result of the exploitation of natural resources.
Socio-emotional Teaching & learning objectives	**At the end of the final year learner should be able to** • Create awareness of the effect of deforestation and desertification • Encourage the community to plant more trees • Tie up with any of the local agencies or non-governmental organizations and educate the community • The learner can help prevent the exploitation of natural resources by educating them on the consequences • The learner can create a vision of a life in harmony with nature.
Behavioural Teaching & learning objectives	**At the end of final year course learner should be able to** • Connect with local groups and working toward biodiversity conservation in their area. • Bring about a change in the community by increasing the green space and keeping the community pollution free • Help community on the proper usage of pesticides and chemicals for food production • Campaign and work for the implementation and development of CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) regulations.

Suggested topics for SDG 15 "Life on Land"

- Energy flow through food webs, dispersal and ranges. Specific ecosystems
- Threats to biodiversity: habitat loss, deforestation, and overexploitation
- The dangers of extinction: Individually endangered species, how extinction is forever, the long time needed to form species, and the six mass extinctions
- Restoration of wildlife and seeing humans as a healing force
- Climate change and biodiversity, ecosystems as carbon sinks, disaster risk reduction and ecosystems (ecosystems as a natural barrier to natural hazards)
- Land erosion, land slides and land encroachment
- Desertification, deforestation and efforts to combat them The human's connection with nature – the natural self
- Environmental communication and public awareness

Examples of learning approaches and methods for SDG 15 "Life on Land"

- Celebrate Earth Day/World Environment Day to insist importance on the preservation and conservation
- Involve in community work to plant trees and increase the green space
- Encourage to establish kitchen garden
- Take an excursion to a nearby parkland for cultural purposes, e.g. recreation, meditation, art
- Plant a wildlife garden for wild animals, e.g. bee-friendly flowers, insect hotels, ponds, etc. in urban areas
- Develop an enquiry-based project: "Why is biodiversity important?"

SDG16-Peace,Justice and Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Teaching & Learning objectives for SDG 16 "Peace, Justice and Strong Institutions"

Subject/ topic/ course in regular curriculum relating to SDG 5	Principles of Yoga, Anatomy, Application of Yoga for society, Yogic psychology, Yoga for mental health, Yoga for oncology, , Hatha yoga, Rehabilitation psychology, biostatistics,Environmental Psychology
Cognitive Teaching &learning objectives	**At the end of 1st & 2nd year earner should be able to** • Clinical research: Discuss human experimentation including clinical trials. • Communicate with the individual with empathy and ethics on all aspects of Yoga application. • Demonstrate respect and follow the correct procedure when handling cadavers and other biologic tissue.
Socio-emotional Teaching &learning objectives	**At the end of final year learner should be able to** • Counsel the individual for implementing Yoga as lifestyle intervention & for society.
Behavioural Teaching &learning objectives	**At the end of the program earner should be able to** • Display empathy in the care of patients with cancer & mental health disorder • Demonstrate ability to conduct research in pursuance to guidelines or research ethics. • Demonstrate responsibility and work ethics while working in the health care team. • Communicate with the patient with empathy. • Demonstrate Professionalism and empathy to the individual undergoing Yoga treatment. • Demonstrate empathy while dealing with children & geriatric population. • Communicate and counsel patients and families on the outcome and rehabilitation demonstrating empathy and care.

Suggested topics for SDG16 "Peace, Justice and Strong Institutions"
- Designing accessible health care opportunity for all through institution support Role of Yoga in Mental health.   - Knowledge on clinical research & Ethics, human experimentation including clinical trials.   - Basic humanities during Yoga practice & teaching.

Examples of learning approaches and methods for SDG16 "Peace, Justice and Strong Institutions"
- Poster designing.   - Observation of International Day of Yoga (IDY-June 21)   - Celebrate the International Day of Peace (September 21)   - Retreat camps for the students to understand the spiritual context of health and well-being and peace and justice

SDG 17 - Partnerships for the Goals

Strengthen the implementation and revitalize the global partnership for sustainable development

Teaching & Learning objectives for SDG 17 "Partnerships for the Goals"

Subject/ topic/ course in regular curriculum relating to SDG 17	• Environmental Psychology, Application of Yoga for society
Cognitive Teaching & learning objectives	**At the end of 1ˢᵗ & 2ⁿᵈ year learner should be able to** • The learner will be able to understands various healthcare issues including accessibility, financing, trade policies for reducing disease burden.
Socio-emotional Teaching & learning objectives	**At the end of the final year learner should be able to** • The learner can create awareness and involve students, Yoga teachers and health care professionals about the importance of global partnerships for sustainable health development and achieving SDG effectively.
Behavioral Teaching & learning objectives	**At the end of the course year learner should be able to** • The learner through science, technology and innovation involve in research and development activities, in collaboration with different stake holders, thriving to achieve sustainable, affordable health, nutrition security and food security for all. • The learner can take action plans and play their role towards contribution and implementation of achievable targets for sustainable health and nutrition development.

Suggested topics for SDG 17 "Partnerships for the Goals"

• Recognize the opportunities for collaborative research/work in fields of yoga science
• Importance of multi-disciplinary approach, partnership goals and shared responsibility for achieving sustainable development in health care setup.
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Examples of learning approaches and methods for SDG 17 "Partnerships for the Goals"

• Invited lectures & visits to health Care set ups to learn about various National & international Health Programs
• Participation with research institutes, hospitals, industries to celebrate World Health Day and other health days.

CONCLUSIONS

Institution & individual can contribute to achieving the SDGs by developing cross-cutting sustainability competencies that are needed to deal with many different sustainability challenges and to relate the different SDGs to each other. Institution can equip learners with the specific cognitive, socio-emotional and behavioural learning outcomes that enable them to deal with the particular challenges of each SDG.

To make it possible for everyone around the world to take action in favour of the SDGs, all educational institutions must consider it their responsibility to deal intensively with sustainable development issues, to foster the development of sustainability competencies and to develop the specific learning outcomes related to all SDGs. Therefore it is vital not only to include SDG-related contents in the curricula, but also to use action-oriented transformative pedagogy.

Education officials, policy-makers, educators, curriculum developers and others are called upon to rethink education in order to contribute to the achievement of the SDGs within their timeframe, between now and 2030. This guidance provides an orientation to the sustainability competencies and specific cognitive, socio-emotional and behavioural learning outcomes that are relevant to this goal, and it outlines what is needed to implement learning for the SDGs through Educational Institutions.

Education for Sustainable Development Goals - Teaching & Learning Objectives

To create a more sustainable world and to engage with issues related to sustainability as described in the Sustainable Development Goals (SDGs), individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education is thus crucial for the achievement of sustainable development, and Education for Sustainable Development is particularly needed because it empowers learners to take informed decisions and act responsibly for environmental integrity, economic viability and a just society, for present and future generations.

This hand book guides readers on how to use education, especially to achieve the SDGs. It identifies teaching & learning objectives, suggests topics and learning activities for each SDG, and describes implementation at different levels from course design to national strategies. The document aims to support policy-makers, curriculum developers and educators in designing strategies, curricula and courses to promote learning for the SDGs.

Key elements for whole-institution approaches

- An institution-wide process that enables all stakeholders– leadership, teachers, learners, administration – to jointly develop a vision and plan to implement ESD in the whole institution.

- Technical and financial support to the institution to support its reorientation, including for instance the provision of relevant good practice examples, training for leadership and administration, the development of guidelines and associated research.

- Inter-institutional networks that facilitate mutual support such as peer-to-peer learning on a whole-institution approach, and increase the visibility of the approach to promote it as a model for adaptation.

Learning objectives for teachers to promote SDG

- Know about sustainable development, the different SDGs and the related topics and challenges
- Understand the discourse on and the practice of in local, national and global context
- Develop their own integrative view of the issues and challenges of sustainable development by considering the social, ecological, economic and cultural dimensions from the perspective of the principles and values of sustainable development, including that of intergenerational and global justice
- Take disciplinary, interdisciplinary and transdisciplinary perspectives on issues of global change and their local manifestations
- Reflect on the concept of sustainable development, the challenges in achieving the SGDs, the importance of their own field of expertise for achieving the SDGs and their own role in this process
- Understand how cultural diversity, gender equality, social justice, environmental protection and personal development are integral elements of ESD and how to make them a part of educational processes.
- Practice an action-oriented transformative pedagogy that engages learners in participative, systemic, creative and innovative thinking and acting processes in the context of local communities and learners' daily lives
- Act as a change agent in a process of organizational learning that advances their school towards sustainable development
- Identify local learning opportunities related to sustainable development and build cooperative relationships
- Evaluate and assess the learners' development of cross-cutting sustainability competencies and specific sustainability-related learning outcomes

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'Touching the lives of Millions'

Focusing on a purpose as expansive and yet as specific as improving quality of life through Human Development, the JSS Mahavidyapeetha has grown from strength to strength. A long and healthy life, Education for all and a decent standard of living, the indicators of Human development, have been the underlying philosophy of Jagadguru Sri VeerasimhasanaMahasamsthana Math, SutturSrikshethra, for centuries. This is also the philosophy for which the Mahaidyapeetha today stands for.

Under the untiring efforts of Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji, the Mahavidyapeetha has witnessed enormous growth in the field of education and today has over 300 institutions under its fold, from kindergartens to postgraduate centres and postdoctoral research catering to the educational needs of more than 1,00,000 students.

The Mahavidyapeetha continues to play an important role in expanding the scope of its activities to several branches of knowledge, welfare, and culture. Its educational efforts span crèches for toddlers of working rural women, schools to impart primary and secondary education in both Kannada and English medium, Colleges, Polytechnics, Technical, Medicine, etc. For realizing its mission, it has equipped itself with an extensive infrastructure and an army of dedicated and highly qualified human resource. These institutions, located in strategic areas, serve a broad spectrum of society, from virtually remote tribal villages to metropolitan cities such as Bengaluru, Noida, New Delhi, Ooty, and Coimbatore, besides their presence in United States, Mauritius, and Dubai.

Apart from formal education, the initiatives stretch to integrated rural development through training and empowering of rural folk, reaching out healthcare to people through modern and traditional Indian systems of medicine, patronizing literary activities, visual arts, performing arts, restoration of temples and historical monuments.

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